**FORMAT 2**

Submit originals (including syllabus) and one copy and electronic copy to **the Faculty Senate Office**

See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/> for a complete description of the rules governing curriculum & course changes.

***CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL****Attach a syllabus, except if dropping a course.*

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| ***SUBMITTED BY:***   |  |  |  |  | | --- | --- | --- | --- | | **Department** | **Social & Human Development** | **College/School** | **CRCD/CTC** | | **Prepared by** | **Patty Meritt** | **Phone** | **455-2883** | | **Email Contact** | **pameritt@alaska.edu** | **Faculty Contact** | **Patty Meritt** | |
| ***1. COURSE IDENTIFICATION: As the course now exists.***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Dept | **ECE** | Course # | **240** | No. of Credits | **3** |  |  |  | | --- | --- | | ***COURSE TITLE*** | **Inclusion of Children with Special Needs (s)** | |
| ***2****.* ***ACTION DESIRED: √ Check the changes to be made to the existing course.***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Change Course | **X** | If Change, indicate below what is changing. |  | Drop Course |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ***NUMBER*** |  | | **TITLE** | | |  | **DESCRIPTION** | | | | X | | ***PREREQUISITES\**** |  | | ***FREQUENCY OF OFFERING*** | | | | | | | |  | | **\***Prerequisites will be *required* before a student is allowed to enroll in the course. | | | | | | | | | | | | | | | ***CREDITS (including credit distribution)*** | | | | |  | | | ***COURSE CLASSIFICATION*** | |  | | | | ***ADD A STACKED LEVEL*** *(400/600)*  *Include syllabi.* | |  | | Dept. |  | | | Course # |  |  |  |  | | --- | --- | | **How will the two course levels differ from each other? How will each be taught at the appropriate level?:** |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | | | | | | ***ADD NEW CROSS-LISTING*** |  | Dept. & No. |  | Requires approval of both departments and deans involved. Add lines at end of form for additional signatures. | | ***STOP EXISTING CROSS-LISTING*** |  | Dept. & No. |  | Requires notification of other department(s) and mutual agreement. Attach copy of email or memo. | | ***OTHER (specify)*** |  | | | |  | |

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| ***3. COURSE FORMAT***  NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council **and** the appropriate Faculty Senate curriculum committee. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee**.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | *COURSE FORMAT*:  (check **all** that apply) |  | | *1* | *X* | *2* |  | *3* |  | *4* |  | *5* |  | *6 weeks to full semester* | | OTHER FORMAT (specify all that apply) | |  | | | | | | | | | | | | | Mode of delivery (specify lecture, field trips, labs, etc.) | | **Multiple modes of delivery: mixed delivery with audio and BB; 100% web; 100% face to face.** | | | | | | | | | | | | |

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| **4. COURSE CLASSIFICATIONS**: (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)   |  |  |  |  | | --- | --- | --- | --- | | H = Humanities |  | S = Social Sciences | **X** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Will this course be used to fulfill a requirement  for the baccalaureate core? | **YES** |  | **NO** | **X** |   IF YES\*, check which core requirements it could be used to fulfill:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | O = Oral Intensive,  **\*Format 6** also submitted |  | W = Writing Intensive, \***Format 7** submitted |  | X = Baccalaureate Core |  | |
| **4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a “snowflake” symbol will be added in the printed Catalog, and flagged in Banner.***   |  |  |  |  | | --- | --- | --- | --- | | ***YES*** |  | **NO** | **X** | |
| **5. COURSE REPEATABILITY:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Is this course repeatable for credit? | **YES** |  | **NO** | **X** |  |  |  | | --- | --- | | Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time). |  |  |  |  |  | | --- | --- | --- | | How many times may the course be repeated for credit? |  | **TIMES** |  |  |  |  | | --- | --- | --- | | If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? |  | **CREDITS** | |

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| ***6. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)***  ***Example of a complete description:***  **PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies** (s) 3 Credits  Offered As Demand Warrants ~~Case-study~~ Comparative approach ~~in assessing Aboriginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)   |  | | --- | | **ECE F240 Inclusion of Children with Special Needs** (s)  3 Credits  Offered Fall  Developmental, social, educational and legal (PL94-142 and 99-457) issues related to the education of young children with special needs. Includes the categories of exceptionality and the role of the teacher in identifying, assessing and individualizing educational programs to help young children succeed in the least restrictive and most responsive environments. Emphasis is on promoting positive outcomes for each child and building effective learning environments, including using assistive technology for children with disabilities. ~~for young children with special needs. Emphasis on including the children in the least restrictive and most responsive environments.~~ Prerequisites: ECE F104 or ECE F107; placement in ENGL F111X or higher or permission of the program head. (3+0) | |

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| ***7. COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:***   |  | | --- | | **ECE F240 Inclusion of Children with Special Needs** (s)  3 Credits  Offered Fall  Developmental, social, educational and legal (PL94-142 and 99-457) issues related to the education of young children with special needs. Includes the categories of exceptionality and the role of the teacher in identifying, assessing and individualizing educational programs to help young children succeed in the least restrictive and most responsive environments. Emphasis is on promoting positive outcomes for each child and building effective learning environments, including using assistive technology for children with disabilities. Prerequisites: ECE F104 or ECE F107; placement in ENGL F111X or higher or permission of the program head. (3+0) | |

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| ***8. GRADING SYSTEM: Specify only one.***   |  |  |  |  | | --- | --- | --- | --- | | **LETTER**: | **X** | **PASS/FAIL:** |  |   ***9. ESTIMATED IMPACT***   |  | | --- | | *WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.* | | **No significant impact. Slightly less administrative work and less space in the catalog once we eliminate the 230 course as well.** | |

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| ***10. LIBRARY COLLECTIONS***  *Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | No | **x** | Yes |  |  | **Not really a significant impact on the library services, since it is a change to an existing courses.** | |

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| ***11. IMPACTS ON PROGRAMS/DEPTS:***   |  | | --- | | *What programs/departments will be affected by this proposed action?*  *Include information on the Programs/Departments contacted (e.g., email, memo)* | | **This is a recommendation from the instructors who teach the class to reflect the actual content and to update to more current language** |   ***12. POSITIVE AND NEGATIVE IMPACTS***   |  | | --- | | *Please specify* ***positive and negative*** *impacts on other courses, programs and departments resulting from the proposed action.* | | **Positive impact as it makes the description more closely align with the delivery** | |

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| ***13. JUSTIFICATION FOR ACTION REQUESTED***  The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.   |  | | --- | | **Changing the description of ECE 240 to more closely match what is taught and to reflect national accreditation standards in the profession.** | |

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| ***APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)***   |  |  |  |  | | --- | --- | --- | --- | |  | | Date |  | | Signature, Chair, Program/Department of: |  | | |  |  |  |  |  | | --- | --- | --- | --- | |  | | Date |  | | Signature, Chair, College/School Curriculum Council for: |  | | |  |  |  |  |  | | --- | --- | --- | --- | |  | | Date |  | | Signature, Dean, College/School of: |  | | |   **Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):**   |  |  |  |  | | --- | --- | --- | --- | |  | | Date |  | | Signature of Provost (if applicable) | |

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| **ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**   |  |  |  | | --- | --- | --- | |  | Date |  | | Signature, Chair Faculty Senate Review Committee: \_\_\_Curriculum Review \_\_\_GAAC    \_\_\_Core Review \_\_\_SADAC | | | |

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| ***ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)***   |  |  |  |  | | --- | --- | --- | --- | |  | | Date |  | | Signature, Chair, Program/Department of: |  | | |  |  |  |  |  | | --- | --- | --- | --- | |  | | Date |  | | Signature, Chair, College/School Curriculum Council for: |  | | |  |  |  |  |  | | --- | --- | --- | --- | |  | | Date |  | | Signature, Dean, College/School of: |  | | | |

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:   
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of

the items listed below are included. If items are missing or unclear, the proposed course

(or changes to it) may be denied.

**Syllabus CHECKLIST for all UAF courses**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number, credits, prerequisites,  location,  meeting time   
(make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

 Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

 Course textbook title,  author,  edition/publisher.

 Supplementary readings (indicate whether  required or  recommended) and

 any supplies required.

**4. Course description:**

 Content of the course and how it fits into the broader curriculum;

 Expected proficiencies required to undertake the course, if applicable.

 Inclusion of catalog description is *strongly* recommended, and

 Description in syllabus must be consistent with catalog course description.

**5.**  **Course Goals (general), and (see #6)**

**6.**  **Student Learning Outcomes (more specific)**

**7. Instructional methods:**

 Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

 A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say “lab”. Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

 Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

 Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for “C”:  
<http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf>

**11. Support Services:**

 Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated.** <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.   
  State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655)to provide reasonable accommodation to students with disabilities. 5/21/2013

**UNIVERSITY OF ALASKA FAIRBANKS**

**Community and Technical College**

**Course Syllabus**

**Spring Semester 2016**

**ECE F240 Inclusion of Children with Special Needs (3 Credits)**

**Instructor information:**

Kristen Panamaroff, Adjunct Faculty

UAF Community and Technical College

Early Childhood Education

604 Barnett St, Room 205, Fairbanks, AK 99701,

Email is the best way to reach me during the semester: kristenmpan@gmail.com

Phone: (907) 799-7161

Office Hours: Scheduled by appointment

Class Meeting Times and Dates: Thursday nights 5:30-8:30 PM 1/14-5/5

**Location**: CTC, 604 Barnett St., Room 213

**Text**: The Inclusive Early Childhood Classroom: Easy Ways to Adapt Learning Centers for All Children

By Gould, P. & Sullivan 2005.

Published by Gryphon House Beltsville, Maryland

**Text**: Ten Things Every Child with Autism Wishes You Knew

By Ellen Notbohm

Published by Future Horizons

**Course Description**: Developmental, social, educational and legal (PL94-142 and 99-457) issues related to the education of young children with special needs. Includes the categories of exceptionality and the role of the teacher in identifying, assessing and individualizing educational programs to help young children succeed in the least restrictive and most responsive environments. Emphasis is on promoting positive outcomes for each child and building effective learning environments, including using assistive technology for children with disabilities. Prerequisites: ECE F104 or ECE F107; placement in ENGL F111X or higher or permission of the program head. (3+0)

**Relationship to the Broader Curriculum:** Course is required for the AAS in ECE and the BA in CDEV

**Goal of the course:** The student will demonstrate understanding basic disability law, modifications of teacher disposition, and modifications of the social and learning environments. Student will show how to provide the least restrictive environments is a foundational skill and thinking process that will demonstrate support for all children in various degrees of ability.

**Office of Disability Services:** Implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I work with the Office of Disabilities Services (208 Whitaker Building, 474-5655) to provide reasonable accommodations to students with disabilities. http://www.uaf.edu/disability/

**Expected Proficiencies:** Students will be able to read and write in English well enough to understand and communicate the concepts in the course.

**Student Support Services**: You may contact the Office of Student Support Services if you are in need of additional support. The phone number at CTC is 455-2851 or on main campus 474-6844.

**Title IX information:** The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;

3) You may file a criminal complaint by contacting the University Police Department at 474-7721

**About the instructor**: I am an educator with over 15 years of experience in different parts of Alaska: rural and urban; different cultures; different climates; and different socio-economics. I married an Alaskan Native from Kodiak Island who is part of a large extended family there and here in the interior. We have two children, ages 15 and 10, and we try to live as much of a subsistence life as possible. I work full time as an educator with the ACCA Infant Learning Program, which helps families with children ages birth to three that experience delays and disabilities.

**Relative to this course**: Some of my best experiences in helping children and families are those as a home visitor and classroom educator. I have worked in education since 1995. It is likely I will use these experiences to give relevant examples of the course topics.

**Withdrawal & drops:** Students are expected to withdraw from the class if they cannot complete the course. The instructor will not automatically withdraw students who do not attend or fall behind. Students who do not successfully complete the class and do not withdraw will receive an “F” or “NB” at the instructor’s discretion. The instructor appreciates hearing from students who drop or withdraw; your feedback can sometimes make the course better for others.

**Incomplete “I” grades**: Incomplete grades will only be given if the student has successfully completed a majority of the class and has some *emergency or extenuating circumstance*, which makes it *impossible* for them to complete the course this semester. An Incomplete grade will not be given to students who have simply fallen behind on the assignments or students who wish to get a better grade by turning in assignments after the course deadline. If you receive an incomplete grade, the best grade you can achieve is a C and homework turned in after the course is over will not receive written feedback or be returned to the student. You will be required to finish the course in a short period of time and turn in a description of the assignments and points available with your work. Getting an incomplete is not a recommended option and should be avoided except in dire circumstances.

**Plagiarism:**  Plagiarism is using another person’s written statements or speeches as your own words and thoughts.  Plagiarism is never acceptable.  According to the University, plagiarism is preventable by students “…not representing the work of others as their own.  A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, these and other reports.”  Plagiarized work can have severe consequences.  It can cause a student to be failed from the class, or even expelled from the program or from the university.  At a minimum, plagiarism will result in a failing grade for the assignment(s).Accommodations will NOT be made for correcting or re-doing plagiarized work.  Be SURE to use quotes, cite sources and give web page addresses.

**Classroom Etiquette:**

* Class will start promptly at 9:00. Be ready to participate in all activities. Please be respectful to those individuals who come on time and want to begin learning on time.
* When possible, report tardiness and absenteeism to the instructor prior to the start of class. You may reach me through the number or email listed above. Text or phone call is preferred and you have a greater chance of getting a quicker response. You will be responsible for acquiring classroom assignments and handouts.
* If you are feeling tired, please stand up, walk around, step outside, etc.
* Food and drinks are allowed during class times however, strong odors, distracting noises may divert the thoughts of other students. Please be respectful.
* Children are allowed to attend class with parent. Please do not bring other people’s children unless you receive permission from the instructor prior to class. Children must not distract other students from their learning. Crying, toddling, and noise, which demand attention from parent or other students, are indictors that perhaps the child is not an appropriate age to attend. Please make alternate child care arrangement prior to class when children are not able to attend with parent.
* Ask questions when needed. There are no stupid questions and questions are encouraged. Please give all students an opportunity to participate. Remember: We can learn from **everyone.**
* Report distractions to the instructor at the end of class or via email/phone call. Your learning experiences are very important to me. Please switch cell phone to inaudible/vibrate.

**Typical Class**:

* Housekeeping items
* Review of syllabus and class agenda
* One of the following: Lecture and Discussions (including textbook content, DEC recommended practices, IDEA connections); field trip
* Break
* Hands-on activities specific to application of class concepts
* Large group synthesis and class outcomes
* Review of assignments

**Grading, Outcomes, and Assignments**

**Methods of instruction:** This course is taught using a combination of video, lecture, discussion, reading materials, in-class activities, field trips, weekly homework assignments, and a final portfolio of in-class and homework assignments. Throughout the course you will be required to do one assignment on each of the disabilities outlined in Chapter 1 of the text. You may choose which disability you will focus on for each assignment but each must be covered at least once.

Attendance & participation (13 x 10 points) 130 pts 26% of grade

In-Class Activities (12 x 10 points) 120 pts 24% of grade

Homework (12x 10 points) 120 pts 24% of grade

Blackboard Classes (2 x 40 points) 80 pts 16% of grade

Final Portfolio write-up and Presentation (50 points) 50 pts 10% of grade

Total points 500 pts 100%

**Participation & Preparation**: “Participation” grades are based on being on time, staying for the whole class and participating in discussions and activities. Side conversations and background noises are distracting for the instructor and the other students. Please share your thoughts respectfully with the whole group; this is how we can all learn from each other. There are ten (10) participation points available per class meeting. Ten points will be given to students who are on time, participate, and stay for the duration of the class. Students who arrive late or leave early will receive a 2.5 point reduction in their participation points. If a student arrives late and leaves early half of the participation points will be deducted. Students are to be prepared for class. You should have read the material scheduled to be discussed and have completed required assignments prior to the class period. However, it is better to come unprepared than not come! Lack of preparation will result in lower participation scores, but not as low of a score as not attending at all.

**ECE Program Requirements**: Students planning to graduate with an ECE degree must obtain a C- or better grade in their ECE major courses. If a student repeats a course, the most recent grade (not necessarily the highest) is the one that is applied to graduation and used for determining your GPA.

**Plus or Minus Grades**: The instructor reserves the right to add a + or – to grades on the boundaries of the scores above. For example a score of 397 might earn a C+ or a score of 401 might earn a B-.

**Portfolio**: The student should pick one of their labs from this course to include in their degree portfolio, as well as other assignments, which reflect their best work in this class. Save these for the portfolio you need to develop as you go through the ECE classes to submit with your final practicum.

**Homework**: For this course I estimate seven (7) hours of homework each week for the average student.

**Processing assignments**: I prefer assignments are turned on our meeting day. Blackboard assignments must be turned in through blackboard by the date listed on Blackboard. If you must email me an assignment please be sure it is attached in a doc or docx format. My computer does not open wps files. **When emailing assignments please put in the subject line: F240 Assignment Submission and the brief name (i.e. Art Center).** Always keep a copy of any assignment you submit and the graded response.

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| Grade | Points | Definition |
| A =  100% - 90% | 500 - 450 | An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity & poise. Student enthusiastically participates and offers examples for class discussion. All work is completed on time. |
| B =  89% - 80% | 449 - 400 | Better than the average. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an “A”. Student participates knowledgeably in class discussion. Work is completed on time. |
| C =  79% - 70% | 399 - 350 | Average. The student grasps the essential information; material is complete, although some assignments are late. Student regularly participates in class discussion. Minimum grade for ECE majors. |
| D =  69% - 60% | 349 - 300 | Below average. Student misses significant aspects of the assignment. Much of the material is not turned in on time; student is unprepared to present project to class or participate in the class discussions. Cannot be applied to the ECE degree; must be repeated. |
| F =  below 60 % | 299 - 250 | Student was unable to complete the assignment on time with at least a 60% understanding and presentation. Student does not participate significantly in class discussion. . |

**Late assignments**: In an effort to help students keep up with the pace of the class, late assignments will be accepted up to one week late, but the highest grade available will be 75%. One waiver will be given. If there are extenuating circumstances such as illness, please contact the instructor as soon as possible for a make-up assignment. Assignments will be reviewed at the end of every class. If there are questions about assignments, ask questions in class or contact the instructor at least three days prior to the assignment being due.

**Student Learning Outcomes- By the end of this course, students will:**

**Outcome 1:** Identify key principles of IDEA as it relates to young children and their families who experience disabilities. (Observation, Documentation and Assessing to Support Young Children and Families)

Associated Assignment: Class discussion and Written knowledge of IDEA (PL 94-142, 99-457, PL 105-17.) (Class 1 activity = 10; Adaptation write-ups = 120; Blackboard assignments = 80; 42% of grade)

**Outcome 2:** Describe how developmental knowledge will be used to adapt learning environments to meet the specific adaptations of special needs children. (Observation, Documentation and Assessing to Support Young Children and Families)

Associated Assignment: In-class discussion participation and activities: students will show examples and demonstrations of adaptive learning environments and materials. (180 pts, 36% of grade)

**Outcome 3:** Explain the features of an adapted learning environment and individualize curriculum for children with special needs birth-8. (Teaching)

Associated Assignments: Students will prepare a written individualize learning plan that supports learning goals specific to the child’s IFSP/IEP. (Adaptation write-ups = 120 points, 24% of grade) ***Save for portfolio***.

**Outcome 4:** Demonstrate their ability to use specific techniques and strategies to establish positive and authentic relationships with children and supportive interactions between children. (Teaching)

Associated Assignment: List strategies you have used with children outlined from the chapters- briefly describe the situation and outcome. (Homework =120 pts = 24% of grade)

**Estimated Course Calendar**

(13 in- class meetings x 3 hours) 39 hours + (2 Blackboard Classes x 2.5 hours) 5 hours = 44 total for 3 credits.

**This is a working outline of the class. Subject to change. If you miss a class please make sure to contact a classmate or the instructor for missed information, handouts and assignments.**

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| **Week** | **Date** | **Readings Due** (Read before class) | **Lecture/Discussion Topic** | **Homework** |
| **In-Class Activity** |  |
| 1 | 1/18 |  | Introductions and Course Review  People First Language  IDEA  Least Restrictive Environment | Read Chapter 1 and Appendix for 1/25  Start Reading Ten Things…. book |
| IDEA assessment through group discussion and activity | Classroom Map or Picture with a written daily schedule |
| 2 | 1/25 | Chapter 1 & Appendix | Special Needs Identification & Sensory Needs of Children | Read Chapter 2 for 2/1  Keep reading Ten Things… book  Finish sensory adaptations and written description and photo for portfolio |
| Chapter 1 checklists based on homework assignment  Creating Sensory adaptations based on homework assignment |
| 3 | 2/1 | Chapter 2 | Circle Time | Read Chapter 3 for 2/15  Finish reading Ten Things…. book  Finish Circle Time adaptation(s), written description and photo for portfolio  Due 2/15 |
| Create at least one Circle Time adaptation |
| 4 | 2/8  Blackboard Online Assignments – no physical class | Ten Things Your Student with Autism Wishes you Knew  Materials on blackboard | Special Needs Identification | Complete Blackboard Assignments |
| 5 | 2/15 | Chapter 3 | Art Center | Read Chapter 4 for 2/22  Finish adaptation(s) and written description and photo for portfolio  Due 2/22 |
| Create at least one adaptation |
| 6 | 2/22 | Chapter 4 | Sand and Water | Finish adaptation(s) and written description and photo for portfolio  Due 3/1 |
| Create at least one adaptation |
| 7 | 3/1 | Chapter 4 | Sensory and Science Activities | Read Chapter 5 for 3/8  Finish adaptation(s) and written description and photo for portfolio  Due 3/8 |
| Create at least one adaptation |
| 8 | 3/8 | Chapter 5 | Block Center | Finish adaptation(s) and written description and photo for portfolio  Due 3/29 |
| Create at least one adaptation |
| **Week** | **Date** | **Readings Due** (Read before class) | **Lecture/Discussion Topic** | **Homework** |
| **In-Class Activity** |
| 9 | Blackboard Class  3/15 | Materials on blackboard | IFSP/IEP Process    IDEA | Read Chapter 6 for March 29  Complete Blackboard Assignments |
| 10 | 3/29 | Chapter 6 | Dramatic Play | Read Chapter 7 for 4/5  Finish adaptation(s) and written description and photo for portfolio  Due 4/5 |
| Create at least one adaptation |
| 11 | 4/5 | Chapter 7 | Snack Time | Read Chapter 8 for 4/12  Finish adaptation(s) and written description and photo for portfolio  Due 4/12 |
| Create at least one adaptation |
| 12 | 4/12 | Chapter 8 | Transitions | Read Chapter 9 for 4/19  Finish adaptation(s) and written description and photo for portfolio  Due 4/19 |
| Create at least one adaptation |
| 13 | Field Trip  4/19 | Chapter 9 | Fine Motor Center | Read Chapter 10 for 4/26  Finish adaptation(s) and written description and photo for portfolio  Due 4/26 |
| Create at least one adaptation |
| 14 | Field Trip 4/26 | Chapter 10 | Gross Motor Center | Finish Drawing of adaptation and written description for portfolio Due 5/3  Finish Final Project = Final portfolio write-up and prepare to present |
| Create drawing of adaptation |
| 15 | 5/3 |  | Final Presentations |  |